



## OPEN ACCESS

EDITED BY  
Manpreet Kaur Bagga,  
Partap College of Education,  
India

REVIEWED BY  
Hui Yong Tay,  
Nanyang Technological University,  
Singapore  
Mandeep Bhullar,  
Bhutta College of Education,  
India

\*CORRESPONDENCE  
Takashi Yonezawa  
✉ yonezawa@hiroshima-u.ac.jp

SPECIALTY SECTION  
This article was submitted to  
Teacher Education,  
a section of the journal  
Frontiers in Education

RECEIVED 20 July 2022  
ACCEPTED 06 January 2023  
PUBLISHED 24 January 2023

CITATION  
Yonezawa T, Watanabe T and  
Yamasaki A (2023) Middle leaders as teacher  
educators: The case of the *Kenkyushunin* (chief  
teacher of school research) in Japan.  
*Front. Educ.* 8:998550.  
doi: 10.3389/educ.2023.998550

COPYRIGHT  
© 2023 Yonezawa, Watanabe and Yamasaki.  
This is an open-access article distributed under  
the terms of the [Creative Commons Attribution  
License \(CC BY\)](https://creativecommons.org/licenses/by/4.0/). The use, distribution or  
reproduction in other forums is permitted,  
provided the original author(s) and the  
copyright owner(s) are credited and that the  
original publication in this journal is cited, in  
accordance with accepted academic practice.  
No use, distribution or reproduction is  
permitted which does not comply with these  
terms.

# Middle leaders as teacher educators: The case of the *Kenkyushunin* (chief teacher of school research) in Japan

Takashi Yonezawa\*, Takumi Watanabe and Akane Yamasaki

Graduate School of Humanities and Social Sciences, Hiroshima University, Hiroshima, Japan

Currently, Japan needs to create a framework that facilitates improving teachers' professional development—a situation in which teacher educators become vital. This study focuses on the role of the *kenkyushunin* (chief teacher of school research) in the professional development of in-service teachers through school-based training, lesson studies, peer mentorship, and student guidance. Extant literature was analyzed to enable an in-depth understanding of their role. The findings indicated that the roles of a *kenkyushunin* as a teacher educator could be categorized as that of a teacher of teachers, researcher, coach, curriculum developer, and a broker. However, their role as a gatekeeper could not be confirmed. Further, their behaviors in each of these roles were also discussed. It was found that, as a school-based teacher educator, the *kenkyushunin* conducts lesson studies and joint research relating to the practice of teaching with colleagues and undertakes the professional development of teachers.

## KEYWORDS

teacher educators, middle leaders, *Kenkyushunin*, school, Japan

## 1. Introduction

Professional development of teachers is essential to change educational practices in schools and improve children's learning outcomes (Borko, 2004). In Japan, there is a pressing need to establish a system to improve teachers' professional development. To that end, the Ministry of Education, Culture, Sports, Science and Technology [Ministry of Education, Culture, Sports, Science and Technology (MEXT), 2015]—Japan's education administrative body—has proposed policies for school-based training.

Middle and senior leaders play a major role in teachers' professional development (Bryant et al., 2020). Nobile (2018) suggests that the development of human resources is one of the significant tasks of middle leaders as they are expected to fulfill the role of teacher educators. Even on an international level, the expectations for teacher educators to undertake the professional development of teachers are high, and there is an active discussion surrounding the role that teacher educators should play (Loughran, 2011; European Commission, 2013; Lunenberg et al., 2014; Marin, 2014; Taylor et al., 2014; Dengerink et al., 2015).

Among the middle leaders in Japanese schools is the *kenkyushunin* (chief teacher of school research). In Japan, the *kenkyushunin* is a teacher educator who contributes to teachers' professional development (Kusahara and Iwata, 2021). In Japanese schools, the position of the chief teacher was institutionalized in December 1975 with the revision of the Ordinance for Enforcement of the School Education Act. This led to the establishment of school-based positions such as the *gakunenshunin* (chief teacher of a grade), *kyomushunin* (chief teacher of school affairs), and *kenkyushunin*. These occupations are held by teachers and conducted concurrently with their classroom duties. In particular, the *kenkyushunin*—the focus of this

study—are appointed by the principal. Under the principal's guidance and supervision, they are tasked with facilitating school-based training and lesson study and mentoring their peers on subject teaching and student guidance (Kihara, 2013). The roles of teacher educators, as defined in the framework suggested by Lunenberg et al. (2014), can be used to examine the role of the *kenkyushunin* in Japan: (1) teacher of teachers; (2) researcher; (3) coach; (4) curriculum developer; (5) gatekeeper; and (6) broker. Lunenberg et al. (2014) focus on teacher educators (university instructors) engaged in teacher training at universities. Notably, Lunenberg et al. (2014) point out that these roles themselves apply to teacher educators in various positions who are involved in the professionalism of teachers. The European Commission (2013) also notes that the work of training teachers is complex and that the term “teacher educator” is often perceived as referring to those who teach pedagogy at higher education institutions; this narrow definition has been discussed in many countries and institutions and has undergone transformations.

Based on these points, discussing the role of teacher educators at schools engaged in the professional development of currently employed teachers (fellow teachers), as the present study does, facilitates international discussions of the concepts of teacher educators and their roles. Previous studies have conceived of such roles in a one-sided fashion, as in, “Teacher educators are all those who actively facilitate the (formal) learning of student teachers and teachers” (European Commission, 2013, p. 8). However, Lunenberg et al. (2014) provide a more comprehensive review than other previous studies (Loughran, 2011; Marin, 2014; Taylor et al., 2014). The framework of Lunenberg et al. (2014) was also adopted by a subsequent study (Dengerink et al., 2015) that examined the six roles of teacher educators.

Thus, in discussing the roles of teacher educators in schools engaged in the professional development of currently employed teachers, the framework of Lunenberg et al. (2014) was adopted for this study. In addition, an attempt to apply the framework of Lunenberg et al. (2014) to the role of teacher educators in Japanese schools, where current employment training such as lesson study is the norm, is novel, and it is believed that this research will result in knowledge useful in deepening international discussions of the roles of teacher educators and contribute to the body of existing research.

Therefore, we reviewed academic articles focusing on the role of the *kenkyushunin* in Japan based on the framework of teacher educators' roles proposed by Lunenberg et al. (2014). The aim was to analyze their roles and behaviors as teacher educators and highlight their characteristics. The research questions underpinning this study are as follows.

First, what are the roles and behaviors of the *kenkyushunin* as teacher educators responsible for teachers' professional development in Japan? Second, based on the characteristics of the aforementioned question, what do Japanese *kenkyushunin* need to fulfill their roles as teacher educators more effectively in the future?

## 2. Materials and methods

In this study, we conducted a literature review of academic articles regarding the roles and behaviors of the *kenkyushunin* responsible for the professional development of in-service teachers in Japan. The present study states that teacher educators must take up the six roles

discussed by Lunenberg et al. (2014). Thus, to discuss which sorts of roles teacher educators are expected to play at existing schools engaged in the professional development of currently employed teachers, literature (mainly Japanese) was collected per the procedure outlined below.

Japanese papers published through April 2022 were included in the review. The literature was collected using the CiNii Articles Database of the National Institute of Informatics (n.d.), a national research institution in Japan. CiNii Articles was discontinued and integrated into CiNii Research on April 18, 2022.

The search terms, which the three authors decided to select based on the thesaurus, were “*kenkyushunin*” (chief teacher of the school) and “*gakko*” (school) in Japanese. The database search was conducted in April 2022, using the title, abstract, and keywords as search targets. Consequently, 52 papers were retrieved, from which 31 duplicates were removed. In selecting the target papers, works like conference proceedings, practical reports on primary/secondary education and/or teacher education, and books were excluded. The excluded materials were textbooks and manuals targeting currently employed teachers concerning the performance of professional duties by *kenkyushunin* and were not products of academic research methods or procedures.

The contents of the remaining 21 were perused and discussed, and 13 articles were selected. The eight excluded materials were papers that did not address the role of *kenkyushunin* as a primary topic. Among these, one paper addressed the roles of *shukankyoyou* (leader teachers), administrators (principals), and university instructors as a primary topic. Five additional papers mentioned *kenkyushunin* as study participants or practitioners in the paper but did not address the role of *kenkyushunin* as a primary topic. Decisions on the papers to be excluded were based on the consensus of the three authors after close readings and repeated discussions of the results.

Subsequently, the selected papers were reviewed based on the framework by Lunenberg et al. (2014) to examine the roles and behaviors of the *kenkyushunin* as teacher educators in teachers' professional development. The classification and analysis of the papers were carried out collaboratively through discussion between the three authors.

## 3. *Kenkyushunin* as teacher educators in Japan

A review of the 13 selected articles revealed that the *kenkyushunin*, who are responsible for the promotion of teachers' professional development in Japanese schools, fall under 5 of the roles found in the classification scheme within the framework proposed by Lunenberg et al. (2014), except for the role of gatekeeper. In the following section, we discuss the characteristics of the roles and behaviors of the *kenkyushunin* as teacher educators.

### 3.1. Role of a teacher of teachers

Lunenberg et al. (2014, pp. 22–28) pointed out that teacher educators play the role of a “teacher of the teachers.” Their roles are arranged based on the following tasks and duties: (1) second-order teaching; (2) promotion of active learning; (3) modeling and making modeling explicit; and (4) dealing with tensions and dilemmas.

In Japan, the *kenkyushunin*—who are teachers themselves—promote the professional development of other teachers by offering advice and guidance to their peers—they are school-based teachers of the teachers. Further, in Japan, there has been little or no discourse on second-order teaching based on knowledge of adult learning. Regarding the “promotion of active learning,” [Urano and Nanbu \(2017\)](#) set up workshops for the *kenkyushunin* to encourage teachers to interact during school-based lesson study. Furthermore, [Oyanagi \(2008a, 2008b, 2021\)](#) demonstrated the creation of systems to facilitate the implementation of school-based joint research, involving the establishment of common themes to promote such research in schools and the organization of results for reporting to other schools and wider society.

Actual behaviors such as leading school-based joint research of educational practice conducted by a group of teachers based on a common topic of interest are an example of the “modeling and making modeling explicit” encouraged by the *kenkyushunin* ([Oyanagi, 2008b](#)). Finally, the specific coordination of the *kenkyushunin* regarding the cooperation between different schools and sharing of educational perspectives are an example of “dealing with tensions and dilemmas” ([Oyanagi, 2008b; Noda, 2010](#)).

### 3.2. Role of a researcher

[Lunenberg et al. \(2014, pp. 34–38\)](#) suggested that teacher educators must assume the role of “researchers.” The three main categories are as follows: (1) views of the role of a researcher; (2) practical elaboration of the role of a researcher; and (3) focus of research.

In Japanese schools, joint research of educational practices is commonly conducted by teachers. Each school conducts its own lesson studies ([Kihara, 2013](#)) and publishes research bulletins. The *kenkyushunin* are required to facilitate school-based training under the guidance and supervision of the principal ([Ministry of Education, Culture, Sports, Science and Technology \(MEXT\), 2015](#)). For example, [Noda \(2010\)](#) noted that the *kenkyushunin* commit to daily research activities, think about relevant issues such as the core of the research and related methods, and provide feedback to their peers. [Oyanagi \(2021\)](#) also noted that participation and presentation at conferences and workshops revolve around the role of the *kenkyushunin*.

Although the collection of examples of research-based practice is insufficient, it is essential to understand the importance of the role of a “researcher” in promoting the development of school-based lesson studies. Therefore, it can be stated that the *kenkyushunin* are predominantly expected to play the role of a researcher.

### 3.3. Role of a coach

[Lunenberg et al. \(2014\)](#) referred to the role of teacher educators who facilitate the learning process of student teachers as “coaches” (p. 21). The *kenkyushunin* in Japanese schools assume the role of coaches who facilitate their peers’ learning processes. Moreover, previous research has demonstrated that, as school-based facilitators, they exercise distributive leadership, collect and actively use evidence ([Kihara et al., 2015](#)), and highlight common goals to enhance teachers’ cooperation ([Uehara, 2018](#)). Further, by providing opportunities such as school-based training ([Urano and Sato, 2008](#)), they promote a school culture in which teachers can

learn from each other ([Shimada and Kihara, 2019](#)). These indicate that a *kenkyushunin* serves as a coach who facilitates school-based professional learning communities (PLCs) through school-based lesson studies rather than a coach who facilitates the expertise of individual teachers.

### 3.4. Role of a curriculum developer

[Lunenberg et al. \(2014, p. 21\)](#) state that developing a curriculum for teacher education is a “specific professional role” required of teacher educators.

Curriculum development in in-service teacher education in Japan is linked to the implementation of school-based training (especially lesson study). Teachers plan and conduct it independently as part of their on-the-job training in Japanese schools to improve their ability to teach and provide educational guidance ([Urano and Nanbu, 2016, 2017; Uehara, 2018; Takee and Iwasaki, 2019; Goto, 2021](#)). In addition to voluntarily providing school-based training to ordinary teachers to help them become *kenkyushunin*, a mechanism, culture, and environment must be built to support such efforts. [Kihara et al. \(2015\)](#) analyzed school-based training from the perspective of creating school-based PLCs.

A case of curriculum development emphasizing “cooperation” among teachers has been reported ([Urano and Nanbu, 2016, 2017; Uehara, 2018](#)). For example, [Uehara \(2018\)](#) developed a model to conduct lesson studies to promote “collegiality and cooperation” among teachers because the teachers in the school where he served as a *kenkyushunin* were not highly motivated. He reported the status of such efforts based on the results of a questionnaire administered to teachers and guardians. [Goto \(2021\)](#) reported the case of a lesson study on moral education that he planned and developed while serving as a *kenkyushunin* from the perspective of integrating theory and practice and “constructing a theory unique to the school.” These scholars reported case studies in which the *kenkyushunin* themselves introduced and analyzed the practice of school-based training. [Urano and Sato \(2008\)](#) surveyed the needs of newly appointed *kenkyushunin* at elementary and junior high schools with regard to school-based training curricula. They pointed out the need to improve training methods for teachers to develop their own teaching material, create subject content, and provide student guidance ([Urano and Sato, 2008](#)).

### 3.5. Role of a broker

In the context of pre-service teacher education, [Lunenberg et al. \(2014\)](#) referred to the role of teacher educators as “brokers” who build partnerships between schools and pre-service teacher education institutions and facilitate cooperation among learners (p. 21). In the context of in-service teacher education in Japan, the role of a “broker” is linked to the planning and implementation of lesson studies. The concept of “cooperation” among the teaching staff was also highlighted ([Noda, 2010; Matsuba et al., 2015](#)). For example, [Matsuba et al. \(2015\)](#) qualitatively analyzed the *kenkyushunin*’s request to teachers in lesson studies to clarify the significance of the *kenkyushunin*’s role in implementing school-based training curricula (i.e., conducting lesson studies). In this way, the *kenkyushunin* serves as a “broker” who facilitates partnerships among colleagues within the school to promote cooperation among teachers as learners.

### 3.6. Role of a gatekeeper

Lunenberg et al. (2014, p. 21) pointed out that teacher educators play the role of a “gatekeeper,” which involves the responsibility of nurturing students into teachers. We could not confirm the availability of studies exploring the *kenkyushunin*'s role as “gatekeepers” in Japan. The *kenkyushunin*, as middle leaders, may visit and evaluate each other's classes to advise teachers. However, as they are teachers themselves, they do not have the authority to act as “gatekeepers” toward their peers.

## 4. Discussion and conclusion

In this study, we reviewed Japanese academic literature based on the framework of the role of teacher educators proposed by Lunenberg et al. (2014). The results clarified the role of *kenkyushunin* as teacher educators in the professional development of teachers and their behavioral characteristics. While Lunenberg et al. (2014) focused on the role of teacher educators engaged in pre-service teacher education in higher educational institutions, their work can also be applied to other roles (except that of a gatekeeper) required of school-based teacher educators.

### 4.1. Suggestions for research on the role of teacher educators

Previous reviews, such as those by Lunenberg et al. (2014) and Dengerink et al. (2015), have discussed the professional role of teacher educators involved in teacher training in higher education institutions. Our study reviewed papers targeting *kenkyushunin*, a position found in Japanese elementary and secondary schools. A lead researcher is both a teacher and a school-based teacher educator who guides fellow teachers in their professional development. There is emerging empirical evidence to suggest that teacher educators in these schools also play professional roles as teachers of teachers, researchers, coaches, curriculum developers, and brokers. According to these studies, teacher educators in schools relied strongly on self-study for their own practices. Notably, Dengerink et al. (2015) have pointed out that self-study is a topic of rising research interest regarding teacher educator, which has also been explored for teacher educators in Japan (Saito et al., 2021). However, at the time of our literature review, we could not confirm any self-study conducted by lead educators. Therefore, expanding self-study by teacher educators needs a deeper discussion on the role of teacher educators in schools. However, there exist only a few quantitative survey studies on this matter. Therefore, data accumulation through comprehensive surveys is necessary.

### 4.2. Suggestions for teacher education practices

In Japan, lesson studies have been conducted extensively to build PLCs and promote teachers' professional development (Iwata and Hamamoto, 2021). In this respect, the *kenkyushunin*, who are teachers themselves, act as school-based teacher educators to promote facilitation strategies among their peers and help build mutual relationships. Moreover, they conduct school-based joint research related to curriculum development and educational practice and are responsible for the establishment of PLCs and the professional development of teachers.

In recent years, the role of teachers in establishing PLCs has been noted to have an impact on student learning outcomes and has sparked interest in the role of middle leaders in teachers' professional development (Koh et al., 2011). Following such research trends, the literature on *kenkyushunin* provides basic knowledge that could foster international discussions on the roles and behaviors of teacher educators. Against this background, case studies must be conducted to further clarify the role and behavior of teacher educators in schools through internationally-focused lesson studies. Moreover, future research must elucidate how the behavior of *kenkyushunin* is affected by their role as teacher educators and how they can foster the establishment of PLCs and professional development of teachers.

While the role and behavior of *kenkyushunin* as teacher educators have been discussed in prior research, no studies explicitly discuss how the *kenkyushunin*'s skills in their role as teacher educators must be nurtured. Therefore, through the case studies mentioned above, it is necessary to clarify how *kenkyushunin* can acquire and enhance their skills as teacher educators.

## Author contributions

TY undertaken the conceptualization and design of the study. TY, TW, and AY performed the collection, selection, analysis, and interpretation of the literature. TW and AY written the paper's section on the role of *kenkyushunin* as teacher educators in Japan, and TY primarily written the rest of the manuscript. All authors contributed to the article and approved the submitted version.

## Funding

This work was supported by JSPS KAKENHI under Grant Number JP 20H01724.

## Acknowledgments

We would like to thank Editage ([www.editage.com](http://www.editage.com)) for English language editing.

## Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

## Publisher's note

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.

## References

- Borko, H. (2004). Professional development and teacher learning: mapping the terrain. *Educ. Res.* 33, 3–15. doi: 10.3102/0013189X033008003
- Bryant, D. A., Wong, Y. L., and Adames, A. (2020). How middle leaders support in-service teachers' on-site professional learning. *Int. J. Educ. Res.* 100:101530. doi: 10.1016/j.ijer.2019.101530
- Dengerink, J., Lunenberg, M., and Korthagen, F. (2015). The professional teacher educator: six roles. *Beiträge zur Lehrerinnen-und Lehrerbildung* 33, 334–344. doi: 10.25656/01:13906
- European Commission. (2013). *Supporting Teacher Educators For Better Learning Outcomes*. Brussels: European Commission–Education and Training.
- Goto, H. (2021). Kenkyushunin toshite kenkyushiteiko no kenkyu wo maneimentosuru: "Jichitekishudan" wo mezasu dotokukyoiku no kenkyu managing research at a research-designated school as a kenkyushunin: Study on moral education for "self-governing groups." *Aichikyokudaigaku kyoikujissenkenkyuka (kyoshokudaigakuin) shuryo hokokuronshu (collection of final reports of graduate School of Education, Aichi University of Education)*. 12, 351–360.
- Iwata, S., and Hamamoto, A. (2021). "Lesson study as an effective tool to charge teachers' views" in *Lesson Study-based Teacher Education: The Potential of the Japanese Approach in Global Settings*. eds. J. Kim, N. Yoshida, S. Iwata and H. Kawaguchi (Oxon: Routledge), 90–107.
- Kihara, T. (2013). "Lesson study as a core activity of school-based action researches" in *Lesson Study in Japan*. ed. National Association for the Study of Educational Methods (Hiroshima, Japan: Keisuisha), 367–378.
- Kihara, K., Shimada, N., and Terashima, K. (2015). Development of the structural model on the factors for development of the school-based practical researches: with usage of the ideas on the sustainable professional learning communities (PLCs). *Japan J. Educ. Technol.* 39, 167–179. doi: 10.15077/jjet.39032
- Koh, H. H., Gurr, D., Drysdale, L., and Ang, L. L. (2011). How school leaders perceive the leadership role of middle leaders in Singapore primary schools? *Asia Pac. Educ. Rev.* 12, 609–620. doi: 10.1007/s12564-011-9161-1
- Kusahara, K., and Iwata, S. (2021). "Interlude: teacher educators' professional development in Japan: context and challenges" in *Teacher Educators and Their Professional Development*. eds. R. Vanderlinde, K. Smith, J. Murray and M. Lunenberg (Oxon: Routledge), 82–91.
- Loughran, J. (2011). On becoming a teacher educator. *J. Educ. Teach.* 37, 279–291. doi: 10.1080/02607476.2011.588016
- Lunenberg, M., Dengerink, J., and Korthagen, F. (2014). *The Professional Teacher Educator: Roles, Behaviour, and Professional Development of Teacher Educators*. Rotterdam: Sense Publishers.
- Marin, K. A. (2014). Becoming a teacher educator: a self-study of the use of inquiry in a mathematics methods course. *Stud. Teach. Educ.* 10, 20–35. doi: 10.1080/17425964.2013.873976
- Matsuba, D., Katsumi, Y., and Mizuochi, Y. (2015). A case study on the effect of the leaders of teachers study encouragement on teachers in lesson study project. *Bull. Teach. Prof. Grad. School Joetsu Univ. Educ.* 2, 93–104.
- Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2015). Enhancing teachers' abilities for the future of school education: Toward the establishment of a teacher's development community for mutual enrichment and learning. (report). Available at: [https://www.mext.go.jp/component/b\\_menu/shingi/toushin/\\_icsFiles/afieldfile/2016/01/13/1365896\\_01.pdf](https://www.mext.go.jp/component/b_menu/shingi/toushin/_icsFiles/afieldfile/2016/01/13/1365896_01.pdf).
- National Institute of Informatics (n.d.). CiNii articles incorporated databases. Available at: <https://cir.nii.ac.jp>.
- Nobile, J. D. (2018). Towards a theoretical model of middle leadership in schools. *Sch. Leadersh. Manag.* 38, 395–416. doi: 10.1080/13632434.2017.1411902
- Noda, A. (2010). Otemachishogakko no kenkyu shisutemu: manabiaugakko (kyoshi) shudan wo tsukuru kenkyushunin no yakuwari. *Bull. Jpn. Assoc. School Educ.* 25, 181–197.
- Oyanagi, W. (2008a). Case study on lesson study and workshop around ICT literacy for teachers at school: the role of ICT leader at school. *Bull. Nara Univ. Educ. Cultural Soc. Sci.* 57, 199–210.
- Oyanagi, W. (2008b). A trend on collaborative research between primary school and junior high school. *Bull. Center Educ. Res. Dev. Nara Univ. Educ.* 17, 315–323.
- Oyanagi, W. (2021). STEAM kyoiku wo gakkososhiki de susumeteikusai no kenkyushuninchimu no yakuwari. *Res. Rep. JSET Conf.* 1, 14–19.
- Saito, M., Osaka, Y., Watanabe, T., and Kusahara, K. (2021). Self-study for professional development of teacher educators: introduction, localization, and divergence in the context of Japanese society. *Hiroshima J. School Educ.* 28, 105–120.
- Shimada, N., and Kihara, T. (2019). The multiple roles of head teachers in school-based curriculum development: a study based on theories of curriculum leadership. *Stud. Humanit.* 70, 23–41.
- Takee, H., and Iwasaki, H. (2019). The problem arising in the course of education reform at junior high school and the initiative for its solution a case of engagement in English lesson improvement by the research chief and the author. *Bull. Teach. Prof. Graduate School Joetsu Univ. Educ.* 6, 153–164.
- Taylor, M., Klein, E. J., and Abrams, L. (2014). Tensions of reimagining our roles as teacher educators in a third space: revisiting a co/autoethnography through a faculty lens. *Stud. Teach. Educ.* 10, 3–19. doi: 10.1080/17425964.2013.866549
- Uehara, S. (2018). Kyoshi no kyodoteki sankakutekiishiki wo hagukumu konaikenkyu no suishin: kenkyushunin toshite no tamenteki apurochi (promoting school-based research conducive to cooperative and participatory attitudes in teachers: a multifaceted approach of the role of kenkyushunin). *Kyoiukujissen kenkyu (Educ. Res.)* 28, 277–282.
- Urano, H., and Nanbu, M. (2016). A study on change process of a teacher's perspectives to lesson: a study on in-service training that improve autonomous teaching practice in the school. *JSSE Res. Rep.* 31, 55–60. doi: 10.14935/jsse.31.3\_55
- Urano, H., and Nanbu, M. (2017). A study on change process of a teacher's perspectives to lesson study: a case on in-service training that improve autonomous teaching practice in the school. *Bull. Center Educ. Prof. Enhancement, Faculty Educ. Human Stud. Akita Univ.* 39, 115–125. doi: 10.20569/00003232
- Urano, H., and Sato, S. (2008). A survey of teacher's consciousness on "improvement of Teacher's educational ability". *Bull. Center Educ. Prof. Enhancement Faculty Educ. Human Stud. Akita Univ.* 30, 191–201.